INTEGRATING E-LEARNING IN LANGUAGE EDUCATION IN NIGERIAN TERTIARY INSTITUTIONS

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Abstract
The importance and impact of E-Learning on language education in Nigeria cannot be overemphasized as it has been acknowledged globally that the integration of E-Learning in language learning has become indispensable in modern day learning environment. This is because of the major role it plays in the advancement and development of the frontiers of knowledge in language education. This paper examines the importance and use of E-Learning in language education and highlights some of the prospects from the plethora of using it for optimal performance. Some of the problems which include no internet facilities, erratic power supply, overcrowded classrooms, and lack of computer knowledge and so on facing the use of E-Learning in language education in Nigeria are discussed. Teaching of computer courses, provision of internet facilities in schools, regular supply of electricity are some of the recommendations made to improve language education through E-Learning

Keywords: E-Learning, Gadgets, Multimedia, Language, Language Education.

Introduction
E-Learning is an umbrella that includes the utilization of communication devices or applications such as radio-sets, televisions, cellular phones, computer, hard ware and software satellite system and so on. Broadly speaking, technology involves the modification of the natural world to suit specific purpose. E-Learning often refers to a particular context as "E-Learning" in education. Availability and the use of E-Learning as determination of effective teaching of English in Nigeria strengthen the nation's education opportunities. E-Learning also helps in achieving universal education with quality for all children.

The main focus of the education policy process in Africa is to address the twin challenge of increasing asses to and improving quality and relevance of education for all young people in the region. E-learning initiative is currently being implemented in selected African countries. The objective of this study is to examine the prospects of teaching language education through information technology in Nigeria.

Language education is an area where open-access resources, online courses, virtual classrooms goggle classroom and social networks are based on. E-Learning is being increasingly used to give learners access to information, promote interaction and communication and enhance digital literacy skills. However, the

urgent need for teachers to provide online teaching and educational guidance as a result of the COVID-19 pandemic, alongside the increasingly rapid development of tools and resources present both opportunities and challenges. It is imperative for language education teachers to realize the fundamental role of E-Learning as a catalyst in the advancement of the frontiers of knowledge in language acquisition which is a prerequisite to the viability of the global economic development.

Language education is an area where open-access resources, online courses, virtual classrooms and social networks based on E-Learning are being increasingly used to give learners access to information, promote interaction and communication, and enhance digital literacy skills. However, the urgent need for teachers to provide online tuition, as a result of the COVID-19 pandemic, alongside the increasingly rapid development of tools and resources present both opportunities and challenges. In order to maximize the potential of E-Learning in language teaching, it is crucial that it is used in a pedagogically sound way that corresponds to the individual needs of the learners. It is also important that the use of E-Learning is introduced and supported in a sustainable way and in a range of pedagogical approaches that promote lifelong learning.

Statement of the study

It was found that E-Learning improved student perceptions, communication, quality of education, critical thinking, self-learning and the result also shows that the impact of teacher's responsibility and students' satisfaction in higher education and impacts on student learning outcomes. Baber (2020) confirms that the factors–interaction in the classroom, course structure, instructor knowledge, and facilitation in E-Learning systems are positively influencing students' perceived learning outcomes. E-Learning was viewed favorably by teachers and students as an effective tool to enhance the delivery of instruction and develop knowledge acquisition skills through transfer of learning. In general, e-learning provides students with a great deal of flexibility, as they can join training courses whenever and wherever they want, at the speed that suits them and without physical restrictions. However, too much flexibility often leads to inaction. Online learning is great for those who want to manage studies with work and other life activities. With adjustable schedules and less burden, they can learn with ease. Classrooms require more discipline and active participation. Teachers get greater command over students in a traditional learning environment.

Purpose of Study

E-Learning allows learners to quickly and more easily complete their training, resulting in improved performance and greater productivity. Learners appreciate that they can participate in training at their convenience.

E-learning in higher education has been known to improve productivity, augment focus and thereby, provide better academic results. In fact, as per research, students can boost their retention rates by as much as 25-60% through e-learning.

Research Question

The following research questions were formulated to guide this study:

1. To what extent are the e-learning devices available in Colleges of Education?
2. To what extent are the e-learning devices available been utilized in teaching by English language teachers' in the schools?
3. What are the challenges encountered in utilizing these e-learning devices?

Significance of the Study

This initiative will benefit teachers, students, language educators and language policy makers involved in language teaching, who will be able to make use of the training activities and the training materials as well as other resources on the website.

Online learning helps students to create and communicate new ideas. You get the chance to uplift your skills and gain knowledge apart from school education. One of the prime importances of e-learning is that it helps students and teachers develop advanced skills.

The most important benefits are flexibility, more engaging classes, the opportunity to grow skills, and going global. E-learning also makes the bond between students and teachers tighter. Teachers become more concentrated on students, check their homework individually, and have extra classes with them.

Teachers will become aware that the effective blending of appropriate pedagogical principles with technology is crucial for creating successful language learning activities, and they will develop a set of skills necessary to do this alone and in collaboration with others, in their own professional context. The online aspect of teaching will also be reinforced by involving remote ("online") participants whenever possible.

This allows parents who are balancing their own studies with a full- or part-time job to save precious time that would otherwise be spent commuting to school. Parents with children too young for school or in their own e-learning classes may be able to stay home to supervise them.

Benefits of E-Learning to the language teacher is creation of effective production of good outcomes, provision of learning possibility at everywhere, learning is not limited by place or time, fairer as it extends learning to more people and supports individual learning styles and needs.

To language policy makers, it is self paced, cost effective, time efficient, easily adaptable and yet consistent. They will develop individualised teaching and training modules using available E-Learning tools and open educational resources for language teaching and become aware of their needs in terms of continual professional development. They will also be shown ways of pursuing this development both individually and via the initiation of local or regional clusters of multipliers.

Literature Review
Teaching Language Education in the Classroom Setting

Unlike in the past when language education teaching was limited to all that the teacher had to say to the learners, a situation which made learners inactive in the teaching/learning situation. It has become important for teachers to realize the fundamental role of E-Learning in the area of language teaching and learning. The effective teaching of language has gone beyond the stereotypical to regimented/tradition of mere classroom teaching because of the emergence of various gadgets in E-Learning.

According to Brown (2010) second language education has changed considerably, pointing out the importance of the use of an "electric enlightened approach" to theory building but cautions that classroom contact is still very necessary for second language learners to give real-world validity to their theory building. Similarly, Randall (2016) has admitted that technology has become a major component; with its concomitant influence permeating all facets of human lives, including education. This is a welcome development by many as it shows the direction in which language instruction will be driven by new advancements in technology.

E-Learning in Communicative/Learning Modes

In any language teaching situation, learners can respond at ease for communicative mode of teaching. According to Madhavi (2010), communicative method for learning languages combines extensively, high-quality content with flexible and interactive multimedia technology. This comprehensive language learning method can act as a total solution for self-teaching, as well as teaching support to formal courses. Through a wide range of activities, a variety of skills could be developed in a learner. A learner needs to communicate in oral and written comprehension, as well as oral and written expression. In order to achieve those stated objectives, Madhavi has identified three possible learning modes as:

- **The Guided Mode:** this offers a step-by-step course. When organized into learning paths, this mode focuses on the acquisition of functional language patterns across a broad spectrum of themes. In this mode, a learner at the lower intermediate level in some other countries can learn pronunciation, grammar, functions of words and vocabulary by applying the rules.

- **The Free-to-roam:** this gives a learner the option of learning by topic or by linguistic skill. This mode is particularly useful for learners who are at the intermediate level of learning and also for teachers who want to familiarize themselves with the content available to them.

- **The dynamic mode:** here, the advanced learners can immediately be immersed in an authentic learning context through the various dialogues and videos which illustrate every day and professional life and line

with current pedagogical trends, familiarize learners with the voicing of the language using recordings made by native speakers.

Closely related to the communicative/learning modes is the use of language laboratory which can be used to enhance language teaching and learning processes through teacher's console with language learning software. This serves as a platform for learning, practicing and producing language of teaching.

The functional use of language laboratory according to Schrum (2000) is attributed to the following objectives:

- ✓ To maintain good linguistic competence through accuracy in grammar, pronunciation and vocabulary.
- ✓ To develop pragmatic competence, to understand the grammar form, function and state of normality.
- ✓ To enrich the discourse competence, to prepare the learner to be able to produce contextualize written text and speech.
- ✓ To acquire strategic competence to use both spoken and written language to use in a wide range of communicating strategies.

In teaching phonetics for example, the sound of English language can be written down using the International Phonetic Alphabet (IPA) for adequate exercises. The use of minimal pair perception exercises (sheep - ship, zeal - seal, ten - then, bird - board, shout - tout, port - pot) helps learners learn the sound of English. This can also be well practiced on pronunciation exercises with the help of software or by using CDs in language laboratory.

Impact of E-Learning on Language Education Teaching

Many arguments have been advanced on the impact of E-Learning on the teaching of language. While some are of the opinion that it would make students smarter and enhance the teaching of language, others posit that there is no certainty about its possibilities because many educators are not yet familiar with the technology to use and how to apply it in the teaching process.

Prospects of the Use of E-Learning in Language Education

E-Learning is of immense help in virtually all areas of teaching. In the field of language education, there is now so much emphasis on on-line learning, which has been seen as the great liberator by freeing both teachers and students to accomplish learning in new and exciting ways by sourcing information from the Internet.

Other prospects of E-Learning in language can be summarized as expanding access to language programmes, improving the quality of teaching, providing access to current/ up-to-date materials and offering teachers an avalanche of materials in different modes.

Online learning has the potentials to offer anyone with an Internet connection access to a wide expanse but inexpensive education just as E-Learning and computer allow schools to deliver classes to students anywhere in the world.

Important E-Learning Tools and Applications Used in Language Education:-

(i) Computers: This is the most important tool of E-Learning and backbone of modern human life. All the modern communication process is impossible without the use of computers. It is helpful in storing, preparing, collecting and preparing of data for communication. It is helpful in the development of listening and speaking skills. It is helpful in English language speaking and listening skills.

(ii) Over head projector: It is an important tool of displaying information and processes to a large number of people simultaneously. It can be used in teaching and training of personnel. Prepared forms of information are easy to display with the help of over head projector.

(iii) Lingua phone: This tool is very important in language training of the students. A number of students can practice speaking and hearing drills with the help of lingua phone. It is especially useful in the training of English language listening and speaking skills.

(iv) Radio: It is very useful in education and training of the students of rural areas. Many distance and open education programmes are being conducted with the help of radio. It is also useful in audio conferencing.

Programmes relayed on radio are helpful in the development of language skills, especially dialogues and dramas.

(v) Television: It is useful in education as well as entertainment of the people. It is found that It is helpful in developing listening skills, useful in learning situational language as well as It is highly motivating also. It is very helpful in understanding the language of mass media. A large number of students may be benefitted with the programmes of television simultaneously. Many distance and open universities are running their educational programmes on television. It is an important tool of audio video conferencing. Live telecast of training and discussions are done through this.

(vi) Internet: It is the most important facility of communication. All the modern communication takes place through this. It has made the communication facility very fast, convenient, economic, and attractive. There are lots of facilities available for communication on internet. Some of them are following:-

(a) Social media: Social media has become an important tool of communication. It provides a platform for sharing thoughts and ideas. Blogs are made on it. Students can add themselves with the English language learning groups and take advantage of sharing information. Lots of social sites are available on it like, Face book, Twitter, Instagram etc. It is very helpful in learning situational language.

(b) Online Facilities for English Language Learning: A lot of online facilities are available on internet for the development language skills. Some of them are e-guidance, e-tutoring, e-teaching, e-journals, e-magazines, e-books, e-library, online training, virtual classes etc.

(c) Online language related courses: These courses are available on internet. Some of them are free and some of them are payable. Students can enroll themselves in these courses and get education and training easily on their own place. Students can watch online and offline videos of language learning for the enhancement of their language skills.

(d) Feature Films in Teaching English: Films can be used in the teaching of English language. Films may be documentaries, educational and entertainment based. These can arouse high level of motivation. It results in a most satisfying learning experience.

Uses of E-Learning for an English Language Teacher:
We cannot think of better educational environment without a better teacher. In earlier times the teacher was the focal point of education, but now the role of teachers has changed a lot. He is considered as a guide and friend of students who helps in learning, does not provides knowledge. To teach better a teacher need to be update with the changes. For this E-Learning helps a lot. E-Learning can be useful for a teacher in the following ways.

(i) It is helpful in the professional development of the teachers. A teacher can learn various language skills with the help of information and communication technologies.

(ii) A teacher can increase his domain of knowledge English language with the help of e-journals, e-magazines and e-library that can be achieved only through the use of E-Learning. He can also participate in discussions and conferences with the experts of his English language teaching to improve his knowledge and skills through audio and video conferencing.

(iv) E-Learning helps a teacher to learn innovative methods of teaching. He can work with the students on various project and assignments. It also helps him in providing teaching contents, home works etc.

(v) He may participate in various in-service training programmes and workshops which are essential for his professional development with the help of information and communication technologies.

(vii) E-Learning helps a teacher to guide his students about the English language learning materials available on internet, e-books, e-journals, e-magazines and social sites like linked-in which are helpful in better learning of English language skills.

(viii) E-Learning also helps him framing curriculum of English language learning. He can study curriculums of different countries to study their pros and cons, challenges as well as sociological and psychological issues related to English language learners.

Limitations of E-Learning tools:

Though E-Learning tools are very helpful in the teaching and learning of English language, still these tools have some limitations. Some of the limitations are discussed below:-

- ✓ Often student fail to learn the targeted objectives of the English language teaching.
- ✓ Due to freedom of time and space often students become careless about their targets and indulge themselves in meaningless works.
- ✓ Repeated use of recorded programmes creates boredom in the students that leads to the problem of indiscipline in the classroom.
- ✓ Most of the times students remain passive and inactive in the teaching learning process because they get less opportunities to participate actively in the teaching learning process.
- ✓ The use of E-Learning tools needs technically trained teachers that lacks and create problems in the Teaching Language Programmes.

From the above discussions it is clear that E-Learning tools have changed the paradigm of English language teaching learning process. It is essential for teachers to be familiar with modern E-Learning tools and use it properly to achieve the aims of English language teaching.

Problems of the Use of E-Learning in Language Education
The view that the internet and other forms of E-Learning are of immense benefit to the education system is incontrovertible. The internet is repository of enormous content but it also contains an equal amount of junk and obscene sites which, if not regulated and censored before students are allowed to work on it, can lead to all forms of moral decadence, especially among teenagers and youths. The teachers are not totally immune from the obscene sites.

The success or failure of a teaching/learning situation in language acquisition rests to a large extent on the teacher. However, it has been discovered that many teachers are yet to upgrade or familiarize themselves with E-Learning and its application in the classroom setting. Considering the above notion, it can be inferred that the integration of E-Learning in language education is still being faced by the general apathy on the part of both the learners and the teachers.

In addition, poverty and perhaps economic mismanagement can be seen as great impediments to the viability and sustainability of the use of E-Learning in English Language teaching and learning process not only in Nigeria but also in some other developing countries.

Furthermore, the United Nations Economic Commission for Africa (UNECA 2000) has identified the following as major limitations to the use of E-Learning in language education:

- ✓ Electricity, phone lines, internet facilities etc. are either unreliable or expensive.
- ✓ Video recorders and other E-Learning are locked in storage closets because only few teachers know how to operate and incorporate them into their instructional programmes.
- ✓ E-Learning trained teachers often quit teaching for more lucrative jobs because teaching is not attractive especially in Nigeria.
- ✓ Poor maintenance of the existing E-Learning gadgets (where provided) is a debilitating factor against the use of E-Learning in language education.
- ✓ There are no language and computer laboratories in virtually all schools in Nigeria. Large or overcrowded classes may interfere with the objectives of the use of E-Learning.

Challenges of Teaching English Language through E-Learning
The proper implementation of E-learning in education enhances the efficiency of the educational development by making learning easily accessible. Despite this benefit, there are some challenges of E-learning faced by teachers.

- ➢ Inadequate access to technology: Internet access in Nigeria is not steady and readily available.
- ➢ There is always network problem in most parts of the country. Internet services are not available in some rural areas and this makes it impossible for teachers to embrace E-learning.
- ➢ Inadequate and epileptic power supply: Electricity supply in Nigeria is grossly inadequate and is one of the major problems facing the country. The electricity supply is not stable. Even the English language teachers in the cities and towns are faced with the problem of epileptic power supply as electricity supply is not constant and reliable. Electronic equipment like computer, television set,

radio, etc. are always damaged due to poor supply of electricity. All these problems combine to hinder the effective use of e-learning in teaching English language course in schools. **Kadiri (2008)** opined that it is difficult to keep high technology equipment such as the computer when electricity supply is not constant and stable.

➤ High cost of installation of ICT: In Nigeria, poverty level is relatively high and most lecturers (English language teachers inclusive) cannot still acquire their personal computers which is very expensive and above the reach of the average Nigerian. Even the few teachers who have their computers cannot connect to the Internet because of data subscription charges which are very high. Most of the time, lecturers and students make use of computer cybercafé for their online studies. Obanya (2002) observed that prices of computer hardware and software continue to drop in most developed countries, but in developing countries such as Nigeria, computers are still very expensive. However, there is need for adequate availability of technology in schools which includes huge costs incurred on acquiring installing, operating, maintaining and replacing ICTs.

➤ Lack of ICT skills: Most English language teachers lack sufficient knowledge of computer and its usage in the teaching process. They are not ICT literate and cannot handle effectively ICT tools for teaching and learning English language. According to Barret (2007) teachers need effective tools, techniques and assistance that can help them develop computer-based projects and activities especially designed to raise the level of teaching in required subjects and improve students' learning.

➤ Maintenance and technical support: Lack of maintenance and technical support is a problem in ICT as there is the likelihood that the computer system nay breaks down during lesson. Most of the time, there are very few technical staff who can handle such emergency repairs when it occurs. Even when English language lecturers and few students have their personal computers, when a technical problem occurs, repairs and maintenance is not easy and reachable.

➤ Resistance to change: Most English Language lecturers and students are not ready to embrace e-learning in teaching and learning the subject as there are no additional benefits attached to it. Also, most of them are not computer literate and would prefer to continue with their traditional chalk and board method of teaching. In addition, Ajadi, Salawu and Adeoye (2008) are of the opinion that since ICT encourages independent learning, most students are reluctant to take responsibility for their own learning but prefer to be spoon-fed at all times.

➤ Remoteness or lack of interaction: Students generally see e-learning as uninteresting and boring because learners are not able to interact or relate with their teachers when they do not understand any aspect of the lesson. This is because e-learning as a method of education makes the learner undergo contemplation, remoteness, as well as lack of interaction or relation. It therefore requires a very strong inspiration as well as skills in order to reduce such effects on the learners. E-learning is seen as less effective in respect to clarifications, offer of explanations and interpretations which can easily be accessed in traditional face-to-face teaching method.

Prospects of Teaching English Language through E-Learning

E-learning despite its overwhelming disadvantages in its effective use in developing countries like Nigeria has a lot of advantages that may lead to its eventual success and full adoption in teaching various subjects in schools especially in institutions of higher learning. The teaching of English Language through e-learning, like in any other course, will require proper planning and designing of e-language material. Also the delivery and usage of these materials should be systematic depending on the e-learning tool used.

E-learning media include audio/video cassettes, CDs/DVDs, radio and television broadcasts, computers and the internet (Tinio, 2003). Although the design of E-Learning material will vary in relation to the E-Learning medium used, a general approach is used as follows;

Planning E-Learning Material

For effective planning of E-Learning material the course content should be broken down into bits. A content aggregation model was developed by Altenhofen & Schaper (2002) in which the course content is divided into four distinct structural levels namely:
- ➤ Knowledge items
- ➤ Learning units
- ➤ Sub courses
- ➤ Course

Designing E-Learning Material
Designing the E-Learning material should be done with utmost care because it will determine the efficiency of the material in achieving its instructional objectives when it is used. The E-Learning material should be logical and systematic following the model above. The items in the material should be properly linked together to form a cohesive whole. The E-Learning material especially the visual ones should include the following;

Animated Graphics
Clear text: The text format should be attractive and should suit the idea intended to be passed.
Easy navigations: It should be easy for the users of the e-material to move from one page, slide or screen (as the case may be) to another.
Games: Existing educational games should be included to help retain students' motivation where necessary.
 The audio should be clear and easily understandable.
• Related videos of each topic or lesson should be included.
• Apart from planning and designing the e-learning material, the teacher should deliver the materials to the students at the appropriate time.
Not too many E-Learning materials should be given at once in order to ensure students understand what is expected from them in the use of these materials. It is the teacher's duty to organize these materials to suit the objectives of the course.

Empirical Review
Existing studies on the employment of E-Learning in Language Education include Egbe (2009). Fehring (2001), Aremu (2010), Aremu & Sulymon (2012), Oni & Osunbade (2009), Gruber (1998), Oni (2007), Darhower (2002), Alabi (2005), Durrant & Green (2001), etc.
According to Durant and Green (2001) cited in Aremu (2011), E-Learning presupposes the employment of the computer and electronic gadgets to disseminate information and elicit responses from any communicative utterances. Such technological information, according to Alabi (2005), can be accessed through the utilization of mobile cell phones, computer and internet. E-Learning is a digital technology used in storing, retrieving and disseminating information in contemporary jet age.
In the view of Alabi (2005) and Horstein (2008), the technological and internet literacy is germane in the contemporary democratically organized education of the 21st century. The use of E-Learning packages like video-conferencing, teleconferencing, etc helps in the teaching and learning of English Language. According to Adeleke (2009), E-Learning helps in presenting interactive instructional aids on specific subject matter, assessment of student's progress and understanding of instructional material. Series of computer-based packages which are useful in the teaching of English as a second language abound in recent times. These include: Computer-Aided Language Learning (CALL), Computer –Based Language Training (CBLT), Computer- Aided Language Assessment (CALA), etc. The Computer Based Language Training (CBLT) can be employed in teaching a wide or vast range of subjects, including language based topics. CBLT is software which was developed to train a wide range of students on the acquisition of skills in a target language without the tutor being present. CBLT is a digital package and an interactive multimedia which can combine text, audio, graphic video, and animation with having a meaningful interaction with students. It is a digital tool that facilitates the language teaching and language learning in Europe, America, Latin American nations, and Asian countries and in some African nations.

The Computer Aided Language Assessment (CALA) package is an automated package used in/for assessing student's understanding of language instructional skills. Coupled with foregoing is the employment of Computer-Aided Language Learning (CALL) through which a teacher of English as a second Language (ESL) in Nigeria can create internet-based simulations for role-playing activities in language learning. The simulations incorporating e-mails, charts and online creation and editing of documents are taught to motivate the oral and written communication among the participating group. In this method, students will be guided through scenarios relevant to the Nigerian social and cultural contexts as well as the scenarios relevant to the socio-cultural contexts and backgrounds of the native speakers of the English Language. The teachers of English Language in Nigeria always employ computer to create internet-based simulations for role-playing activities in learning English as a L2.

In the teaching and learning of English as a second language in Nigeria, the teachers often employ the projector, webcam and other E-Learning tools in teaching the students. This always makes the teaching and learning processes to be interesting and result-oriented. However, series of problems are bedeviling the use and usage of E-Learning packages in the teaching and learning of English Language in Nigeria. These problems among others, according to Aremu (2011) include: epileptic power supply, employment of computer and E-Learning packages in engaging in nefarious acts and internet fraud, lack of computer and E-Learning facilities in schools, and also lack of personnel. Nigerian government often fails to give proper finance to providing the digital tools in teaching English as a second language. Aremu (2010); Egbe (2009) notes that many of the E-Learning buildings in Nigerian secondary schools are often employed as "visitors sitting rooms" or "staff rooms." As a result, many of them are not well-equipped with digital gadgets. This has led to poor utilization of E-Learning in the English Language in Nigeria.

Conclusion

By and large, this study has been used to examine and showcase how the employment of digital gadgets can develop a nation's technology and economy. The development of the science and technology of any nation can be easily facilitated through the use of E-Learning and automated gadgets. If the English Language pedagogy is facilitated through E-Learning, it will not only improve the communication and mutual understanding among people of diverse ethno-linguistic and cultural backgrounds, but it will also develop the nation's technology. Consequently, the development of the technical skills not only helps the production and economic self-reliance, but it will also develop the nation's economy. If government can help develop the utilization of E-Learning in language pedagogy, Nigeria's technology and economy will be drastically developed. The use of E-Learning cannot be underestimated in language teaching and learning process because emerging technologies make it pertinent and practical to approach learning in ways that have been advocated by scientists, theorists and educational psychologists. It is imperative for modern day teachers and learners to keep abreast of the modern trend at improving teaching and learning of English Language through the use of E-Learning. Suffice it to say that E-Learning has revolutionized society globally, including how language instruction is taught and delivered. The internet in particular has become a conduit where people can learn, share and collaborate in ways not possible many years before now. A great deal of success however comes from preparing students to interact and learn in this internet age. Therefore, if E-Learning is integrated into the teaching and learning of language, our renewed approach to the teaching and learning of English will go a long way in making E-Learning a more rewarding partner in the teaching-learning process.

Recommendations

In the light of the foregoing, it is recommended that:
i.   Teachers should upgrade and familiarize themselves in the use and application of E-Learning facilities in the acquisition of language education.
ii.   The commitment and enthusiasm to the teaching and learning of English through the effective use of E-Learning should be of utmost importance not only to the curriculum planners and education policy makers but also the teachers and the learners of English.
iii. In order to facilitate the integration of E-Learning into language learning, the following should be put in place: constant/regular supply of electricity, teaching of computer course in schools, encouragement of research and development centers on E-Learning, provision of computers in

schools for learners and laptops for teachers of English language, recruitment of an adequate remuneration of competent instructors, regular computer training and re-training for English language teachers, provision of internet facilities in schools and

iv.   Government should develop policies and programmes that enhance the development of E-Learning in schools and the country as a whole.

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